GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC

LEAD21 Kindergarten

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
    - 2 – Exceeds expectations
    - 1 – Meets expectations
    - 0 – Does not meet expectations
    - *(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.

CENTER ON
INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	There was only one study provided.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	The website is user friendly.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	Each day has it mapped out except Day 5, which is in the ePlanner.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	It's included, but it's very weak.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	Yes; by theme, by subject, and by standard.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	They are bordered so they catch your eye.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	They correspond with lesson.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	The expectations increase as the year goes on in each subject area. Also, having intensive and strategic support allows for difficulty to occur during each lesson.
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	Day at a Glance page for each story.
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	Materials listed on Day at Glance page.
The consistency of each day's lesson format?	X	X	X	X	X	X	X	1	Flow is natural and easy.
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	This is mapped out for each day.
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	
12. Are teacher directives highly details to ensure accurate implementation?	x	x	x	x	x	x	x	1	Provides step by step directions to implement the daily focus and theme.

13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	Open ended question and oral language with whole group daily.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	It flows nicely with the common core standards.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	Yes, via modeled writing.
Guided practice with feedback?	X	X	X	X	X	X	X	1	Many feedback opportunities.
Student practice and application?	X	X	X	X	X	X	X	1	Daily practice.
Cumulative review?	X	X	X	X	X	X	X	1	Checked off on week planner page as to what is tested and Day 5 is review and reinforce skills. Day 5 also is inquiry - detailed plans can be found in ePlanner
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	Structured with four small groups to meet all reading levels (two low groups) to really differentiate for learners, however wish there are two high groups as well. Overall, this is addressed very well. Loved following it on the website.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	Daily progress monitoring is listed with options in vocabulary, fluency, comprehension and self assessment, however might be viewed as too much.
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	Scaffolding options are listed by the week
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	They are building independence.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	Anchor charts are suggested for classroom management.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	This gives many ideas for differentiation throughout the series for teachers to use professional judgment based on reader in front of them.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	It is specific since it prescribes exactly what book should be read with each group.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	Liked the group manager found on the website.

								Score	Comments
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	Yes, for each day.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	They have provided many scaffolding supports for EL students to guide the teacher and support the student.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	Meets needs through small group instructions, independent work structures and shared reading groups--small groups are broken up according to needs.
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	Includes EL support, acceleration support, but could not find others specified.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	The assumed setting is the classroom.
TOTAL								**41**	

PHONOLOGICAL/ PHONEMIC AWARENESS PA)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction **explicit**?	X	X						1	Yes, daily.
2. Is phonological/phonemic awareness instruction **systematic**?	X	X						1	Yes, daily.
3. Does phonological/phonemic awareness instruction include **coordinated instructional sequences** and **routines**?	X	X						1	Yes, daily.
4. Is phonological/phonemic awareness instruction **scaffolded**?	X	X						1	Yes, via the warm up, flip chart, and computer practice.
5. Does phonological/phonemic awareness instruction include **cumulative review**?	X	X						1	There is a phonological awareness warm-up in the daily routine
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						1	They have suggested options of resource masters to use per lesson (weekly assessments, quarterly benchmark, unit assessments, and assessment handbook).
7. Is PA only a small portion of the daily lesson?	X	X						1	It is an important part of the lesson but there are many other parts to tie it all together.
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						1	There is a focus each day and it is to concentrate on a few skills, but the others are reviewed beforehand.

Question									Score	Comments
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X							1	There is daily PA instruction, but not a sequence for when students should move on.
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X							1	Multiple suggestions provided.
11. Does PA start with larger unit\s (words and syllables) and progress to smaller units (phonemes)?	X	X							1	
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X							1	
13. Do students count the number of words in spoken sentences?	X								1	
14. Are there rhyming activities (recognition and production)?	X								1	
15. Are there alliteration activities?	X								1	
16. Are there activities that involve counting the number of syllables in a word?	X								1	
17. Are there activities that involve blending and segmenting syllables in a word?	X								1	
18. Are there activities for students to blend onsets and rimes?	X								1	
PHONEMIC AWARENESS										
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X							1	
20. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X							1	*Publisher's Comment*: Physical representations are just one of the strategies used in phonemic awareness instruction to prepare students for the printed word. Most physical responses occur during phonemic awareness. Examples of these activities can be found in the following Teacher's Lesson Guide locations. We've also identified physical responses while working with print, spelling, or letter writing.
21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X							1	
22. Are there blending activities at the phoneme level?	X	X							1	

	K	1	2	3	4	5	6	Score	Comments
23. Are there segmenting activities at the phoneme level?	X	X						1	
24. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						1	
25. Does the program specify when oral language PA activities should be phased out?	X	X						1	
26. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
27. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						1	
28. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						2	The readers of the eBooks used proper pronunciation and also read fluently (intonation, speed, accuracy)
TOTAL								29	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	
2. Is phonics instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	
4. Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	Each day has review, lesson, and recall as part of the section.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	Yes, via unit assessments and quarterly assessments.
7. Does the program teach both consonants and vowels?	X	X						1	
8. Are short vowels taught before long vowels?	X	X						1	Yes, via word work.
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						1	

11. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						1	
12. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
13. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
14. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						1	Multiple ways to reinforce the sounds already taught
15. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
16. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
17. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
18. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						1	
19. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
20. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
21. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
22. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				0	Use of Decodable texts is not explicit.
23. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
24. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						1	
25. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	

		K	1	2	3	4	5	6	Score	Comments
26.	Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	
27.	Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
28.	Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
TOTAL									27	

FLUENCY (F)		K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1.	Is fluency instruction **explicit**?	X	X	X	X	X	X	X	1	
2.	Is fluency instruction **systematic**?	X	X	X	X	X	X	X	1	
3.	Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	1	
4.	Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5.	Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6.	Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7.	Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8.	Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9.	Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	
10.	Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
11.	Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	
12.	Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13.	Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14.	Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	
15.	After error correction, are students asked to	X	X	X	X	X	X	X	1	*Publisher's Comment*: Students practice

rereadtheword,wordlist,orsentence correctlyandthentorereaditfromthe beginning?									one fluency selection each week. Teachers conduct miscue analyses, including word-level errors of mispronunciation, using the Practice Companion workbooks and the Assessment Handbook, p. 13. Then students reread the same selection every day, each day focusing on a different skill: expression, phrasing, pacing, rehearsal, and presentation. Additionally, students use the self-assessment in their Practice Companion workbooks to evaluate themselves on the Fluency readings, judging the accuracy of reading individual words and on expression and phrasing for each Fluency selection.
TOTAL								**15**	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	1	There is theme vocabulary and vocabulary strategies.
2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	Weekly vocabulary is different for each of 4 small groups.
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books	X	X	X	X	X	X	X	1	

with explanation and instruction of key vocabulary?									
11. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
12. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
13. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
14. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
15. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
16. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
17. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
18. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
19. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
20. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	

	K	1	2	3	4	5	6	Score	Comments
21. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL								29	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	Daily, as well as the Day 5 focus.
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
10. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	Daily structure of preview, predict and set purposes.
15. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided	X	X	X	X	X	X	X	1	Guide comprehension and check comprehension is part of each day's

to guide and monitor students' comprehension?									lesson.
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	There are many kinds.
17. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
18. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	Includes text-to-word connections.
19. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
20. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
21. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
22. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
23. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
24. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
25. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
26. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	Yes, daily.
Retelling?	X	X	X	X	X	X	X	1	Yes, daily.
Main idea?	X	X	X	X	X	X	X	1	Yes, daily.
Summarization?	X	X	X	X	X	X	X	1	Yes, daily.
27. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	Yes, in multiple ways.
TOTAL								30	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	The standards are mapped out so you see clearly how they align with the series via matching pages where they are taught.
TOTAL								2	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	Good arrangement of stories with themes that are closely related to their lives.
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	Goals for each day listed.
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	A lot of variety for all learning types.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	Multiple station options.
TOTAL								7	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	*Publisher's Comment*: The LEAD21 Assessments identify students who are at risk or already experiencing difficulty learning to read. At the beginning of the year, teachers use a Group

									Placement Assessment located in the Assessment Handbook to screen students and place them in one of the program's four groups—Intensive, Strategic, Benchmark, or Advanced—in accordance with the students' proficiency in essential literacy skills. Students are assessed throughout the year via the Weekly Assessments, Unit Assessments, Quarterly Benchmark Assessments, and Reading Progress Assessments. Combined with observation, teachers have the data they need to help adjust instruction to ensure success for all.
TOTAL								**3**	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								**5**	